

OVERVIEW

MERCER

HAMILTON TWP

GRADE SPAN 06-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **significantly lags in comparison** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	36	56	57%
College and Career Readiness	12	28	0%
Student Growth	62	72	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **56%** of schools statewide as noted by its statewide percentile and **36%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **57%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **28%** of schools statewide as noted by its statewide percentile and **12%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **72%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

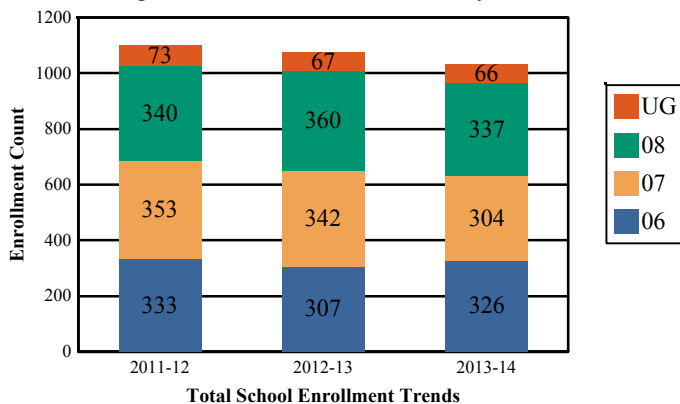
MERCER

HAMILTON TWP

GRADE SPAN 06-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



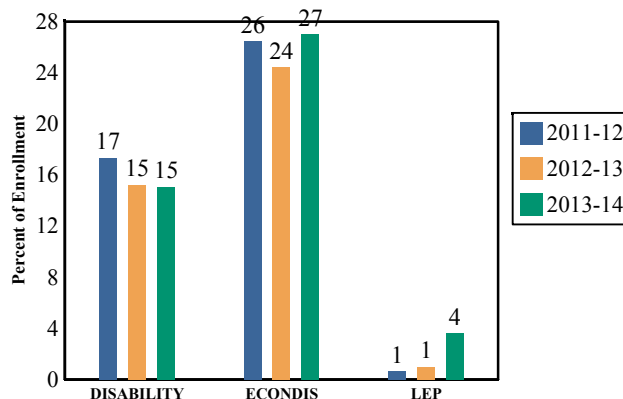
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2011-12	1,099
2012-13	1,076
2013-14	1,033

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	156	15%
Economically Disadvantaged Students	279	27.0%
Limited English Proficient Students	38	3.7%

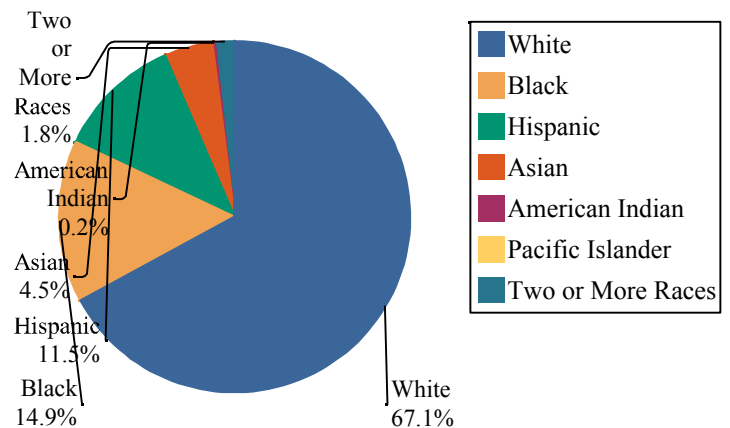
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	89.9%
Spanish	4.7%
Haitian Creole	0.8%
Creoles and pidgins, French	0.6%
Igbo	0.5%
Urdu	0.5%
Other	3.1%

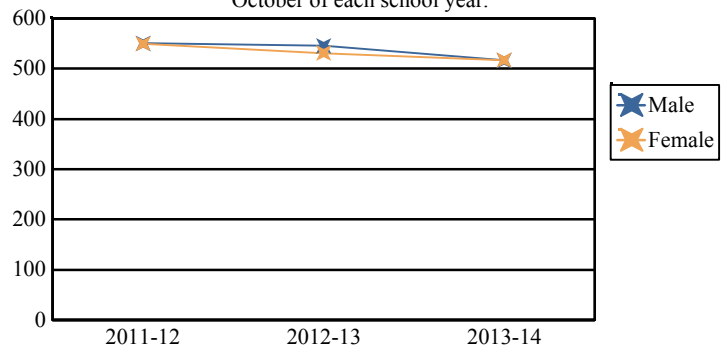
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	550	549
2012-13	545	531
2013-14	516	517

ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	73%	39	58	29%
NJASK Math Proficiency and above	76%	33	53	86%
SUMMARY - Academic Achievement		36	56	57%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

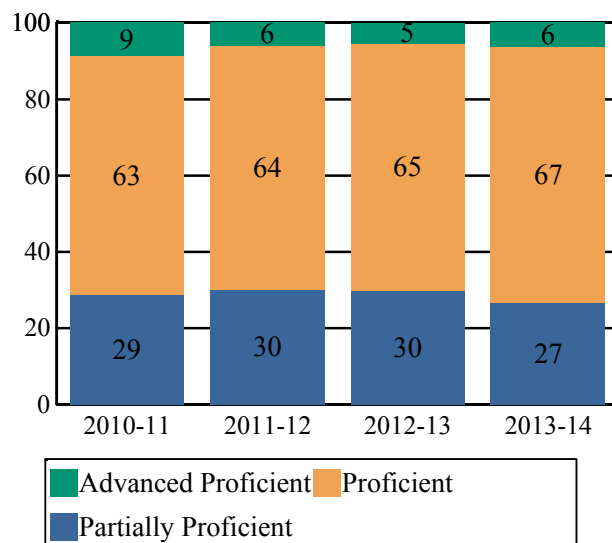
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	983	73.3	78.5	NO
White	673	78	82.4	NO
Black	137	58.4	63.3	YES*
Hispanic	108	61.1	73.5	NO
American Indian	-	-		--
Asian	43	79	81.7	YES*
Two or More Races	-	-		--
Students with Disability	154	37.6	53.9	NO
Limited English Proficient Students	30	46.7	-	--
Economically Disadvantaged Students	242	56.2	65.6	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

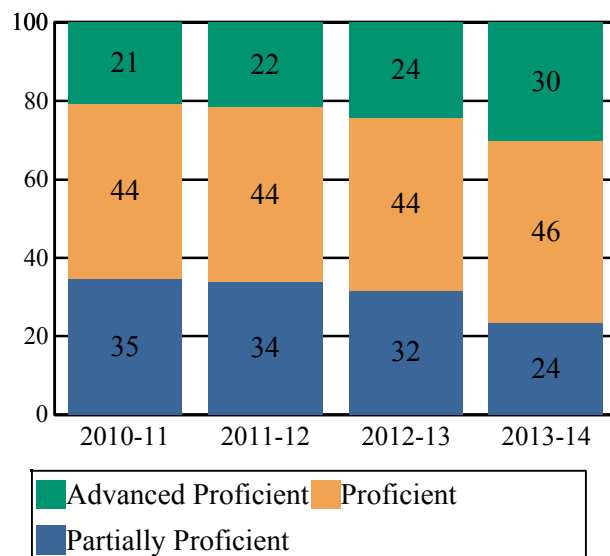
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	983	76.4	73.8	YES
White	673	80.4	77.9	YES
Black	137	55.5	60.1	YES*
Hispanic	108	72.3	67.9	YES
American Indian	-	-		--
Asian	43	88.3	81.6	YES
Two or More Races	-	-		--
Students with Disability	154	38.3	53.6	NO
Limited English Proficient Students	30	76.7	-	--
Economically Disadvantaged Students	242	62	63.7	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	64%	30%
White	7%	71%	22%
Black	2%	41%	57%
Hispanic	5%	51%	43%
American Indian	-	-	-
Asian	8%	69%	23%
Two or More Races	-	-	-
Students with Disability	4%	27%	69%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	39%	55%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 07

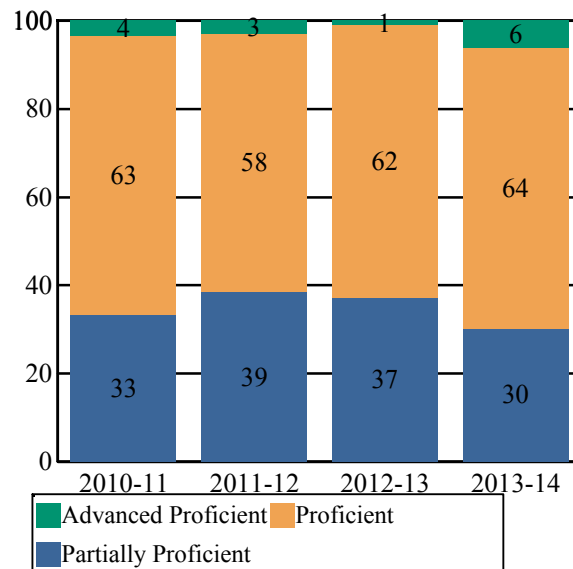
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	60%	33%
White	5%	64%	30%
Black	6%	42%	52%
Hispanic	8%	54%	38%
American Indian	-	-	-
Asian	25%	56%	19%
Two or More Races	-	-	-
Students with Disability	8%	25%	68%
Limited English Proficient Students	0%	36%	64%
Economically Disadvantaged Students	5%	49%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

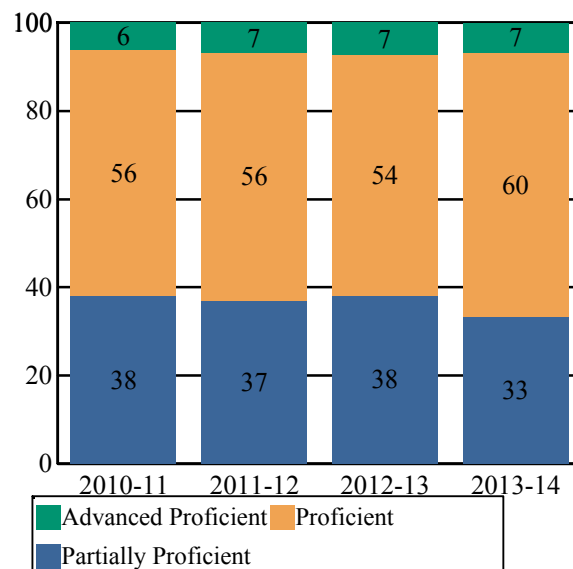
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 08

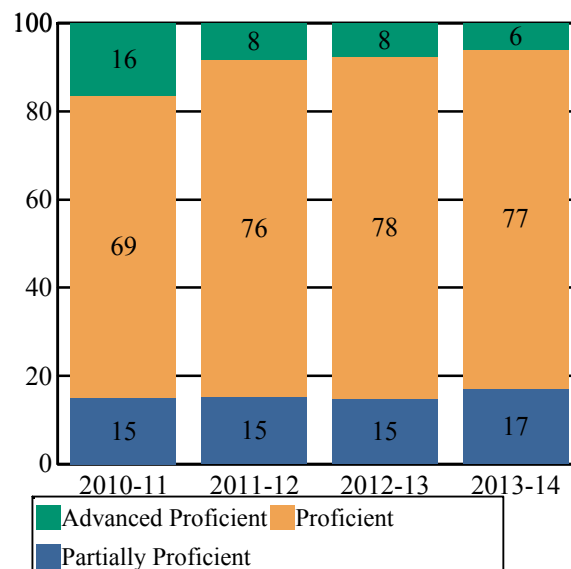
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	77%	17%
White	7%	79%	14%
Black	2%	76%	22%
Hispanic	0%	65%	35%
American Indian	-	-	-
Asian	0%	79%	21%
Two or More Races	17%	75%	8%
Students with Disability	5%	43%	52%
Limited English Proficient Students	0%	58%	42%
Economically Disadvantaged Students	2%	65%	33%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	37%	46%	18%
White	42%	43%	15%
Black	16%	49%	35%
Hispanic	27%	51%	22%
American Indian	-	-	-
Asian	46%	54%	0%
Two or More Races	-	-	-
Students with Disability	16%	42%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	19%	51%	30%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 07

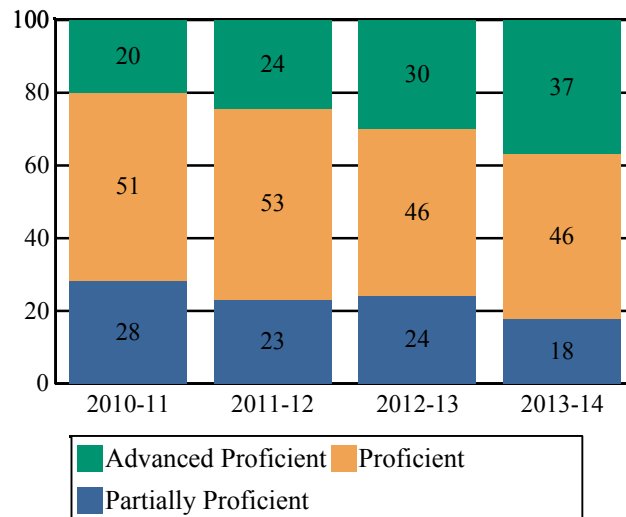
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	48%	31%
White	22%	52%	26%
Black	9%	30%	61%
Hispanic	14%	49%	38%
American Indian	-	-	-
Asian	63%	25%	13%
Two or More Races	-	-	-
Students with Disability	8%	19%	74%
Limited English Proficient Students	0%	64%	36%
Economically Disadvantaged Students	12%	45%	43%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

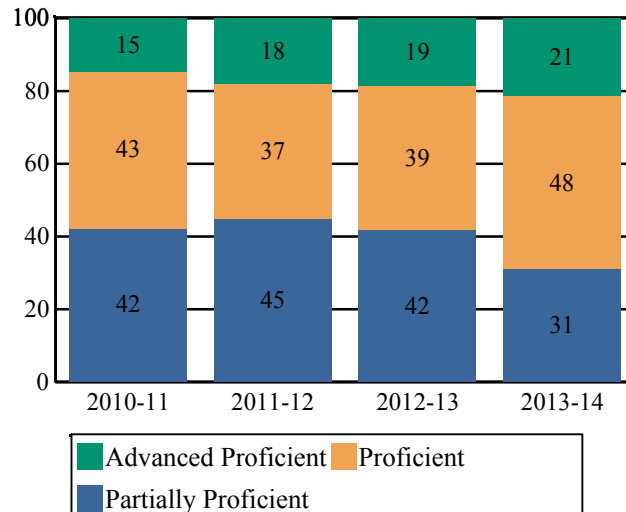
NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NJASK Results - MATH Grade Level - 08

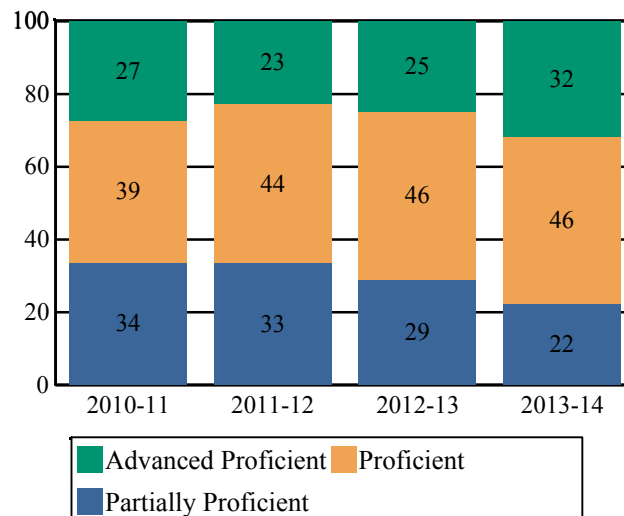
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	46%	22%
White	37%	44%	18%
Black	20%	36%	44%
Hispanic	9%	68%	24%
American Indian	-	-	-
Asian	36%	43%	21%
Two or More Races	42%	50%	8%
Students with Disability	14%	20%	66%
Limited English Proficient Students	25%	67%	8%
Economically Disadvantaged Students	16%	44%	40%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

MERCER

HAMILTON TWP

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

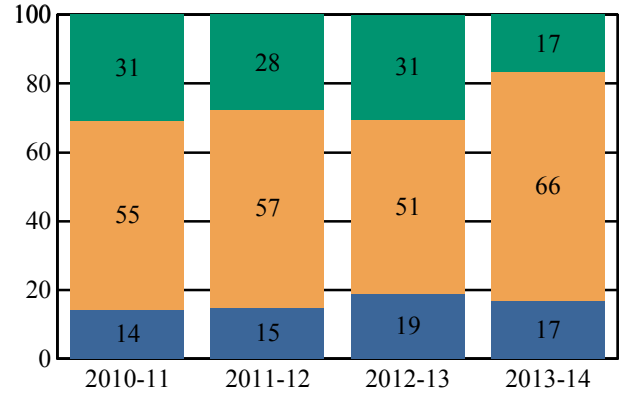
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	66%	17%
White	19%	69%	12%
Black	4%	69%	27%
Hispanic	15%	62%	24%
American Indian	-	-	-
Asian	21%	50%	29%
Two or More Races	33%	50%	17%
Students with Disability	9%	48%	43%
Limited English Proficient Students	17%	67%	17%
Economically Disadvantaged Students	9%	60%	31%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS

MERCER

HAMILTON TWP

GRADE SPAN 06-08

EMILY C REYNOLDS MIDDLE SCHOOL

2145 YARDVILLE HAMILTON SQ

HAMILTON, NJ 08690

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	15%	17	30	20%	NO
Chronic Absenteeism (%)	11%	6	25	6%	NO
Summary		12	28		0%

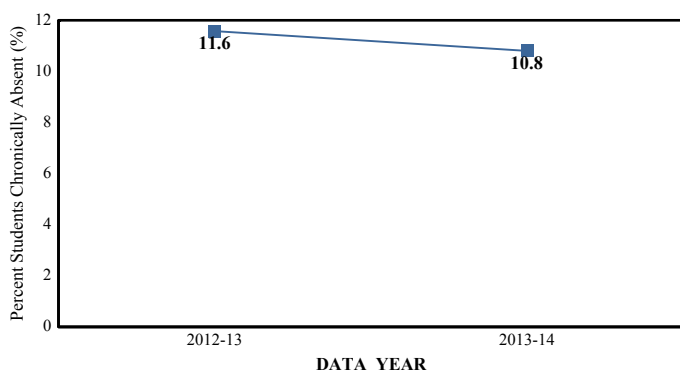
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	15%
Algebra grade (C or better)	100%

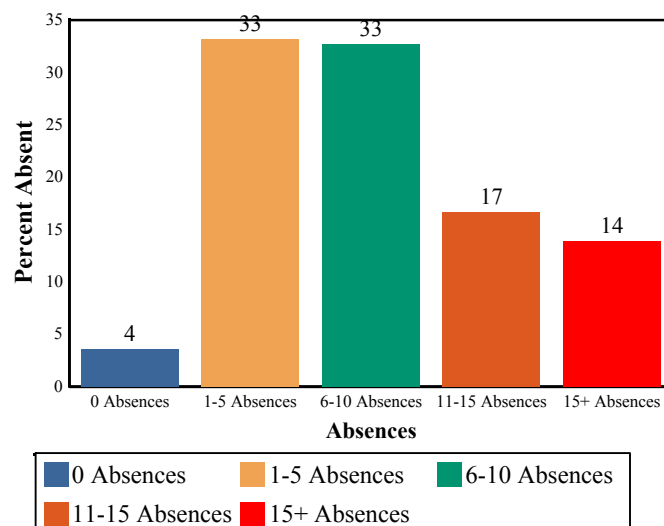
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

MERCER

HAMILTON TWP

GRADE SPAN 06-08

EMILY C REYNOLDS MIDDLE SCHOOL

2145 YARDVILLE HAMILTON SQ

HAMILTON, NJ 08690

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	26	49	35	YES
Student Growth on Math	65	97	95	35	YES
		62	72		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	14%	7%	7%
Proficient	22%	22%	23%
Advanced Proficient	1%	2%	3%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	11%	8%	6%
Proficient	8%	16%	23%
Advanced Proficient	4%	6%	20%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER
HAMILTON TWP

GRADE SPAN 06-08

EMILY C REYNOLDS MIDDLE SCHOOL
2145 YARDVILLE HAMILTON SQ
HAMILTON, NJ 08690

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	265	300
75th	227	230
50th	210	211
25th	193	192
0th	128	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	38

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	254	259
50th	231	228
25th	201	201
0th	138	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	58

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	264	300
75th	225	234
50th	208	211
25th	190	188
0th	124	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	46

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	240	250
50th	214	214
25th	187	184
0th	106	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	66

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER

HAMILTON TWP

GRADE SPAN 06-08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	261	300
75th	230	238
50th	218	221
25th	205	204
0th	168	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	34

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	251	259
50th	227	227
25th	200	192
0th	122	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	67

SCHOOL CLIMATE

MERCER

HAMILTON TWP

GRADE SPAN 06-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 35 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	4.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 27 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	13
Administrators	344

SCHOOL PEER GROUP**EMILY C REYNOLDS MIDDLE SCHOOL****21-1950-080**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

			CDS	GRAD			
COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CODE	ESPAN	FRPL	LEP	SpED
BERGEN	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060 KG-08		14.3%	3.0%	9.9%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100 07-08		25.5%	5.0%	12.2%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055 06-08		18.1%	2.7%	10.4%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030 PK-08		18.3%	4.1%	8.2%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090 04-08		28.8%	3.1%	17.9%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110 04-08		14.4%	1.6%	9.7%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090 06-08		22.9%	3.3%	14.1%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100 03-08		27.3%	3.3%	23.3%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050 PK-08		22.2%	5.5%	14.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055 06-08		21.3%	2.8%	18.5%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030 05-08		26.8%	0.9%	11.6%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968 KG-08		20.2%	0.0%	3.5%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040 06-08		25.0%	2.3%	14.0%
MERCER	HAMILTON TWP	EMILY C REYNOLDS MIDDLE SCHOOL	21-1950-080 06-08		27.0%	3.7%	15.4%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050 07-08		24.6%	2.2%	15.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055 08-09		16.8%	2.4%	10.3%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063 06-08		12.6%	2.6%	8.0%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085 04-08		27.7%	1.2%	14.8%
MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057 06-08		28.5%	1.5%	12.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053 07-08		29.7%	1.1%	12.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060 PK-08		17.3%	4.0%	15.0%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040 05-08		28.1%	1.9%	16.8%
MONMOUTH	WEST LONG BRANCH BORO	FRANK ANTONIDES SCHOOL	25-5640-050 04-08		14.0%	3.1%	19.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	27-3950-055 06-08		13.8%	3.3%	17.3%
MORRIS	ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	27-4480-050 04-08		24.5%	2.2%	16.8%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050 KG-08		22.6%	0.0%	4.4%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 1	31-2700-050 05-08		24.1%	2.0%	14.5%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083 06-08		15.1%	3.5%	14.0%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060 06-08		14.5%	2.0%	13.2%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070 06-08		25.9%	1.4%	12.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060 05-08		24.8%	4.5%	18.2%